

*Syllabus I.—Examination I.*

# Mothers' Education Course.

YEAR I.

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## INSTRUCTIONS.

1. *No Text-book to be opened between the receipt of the questions and the posting of the papers.*
2. *There are no restrictions as to times of working.*
3. *It is desirable that papers be posted on the 16th inst.*
4. *Not less than three nor more than six questions must be taken in any one subject.*

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## I.—Divinity.

1. What difficulties present themselves in Natural Theology, and how should a Christian meet them?
2. By what general training and positive teaching would you fortify a child against the assaults of scepticism?
3. What salient doctrines of Christian truth do you consider it most fitting to present to children? Why? How would you deal with each?
4. Trace the development of God's revelation of Himself from the time of Abraham to that of Moses.
5. Mention twelve incidents or sayings in the Gospel of S. Luke which you consider most fitted to sustain the Divine Life in the child. Show the parents' possibilities and limitations with regard to this Divine Life.
6. Would you present the results of modern research as *proving* the truth of the Bible? Why not? Give a brief summary of the most remarkable monumental illustrations of Scripture history.

## II.—Physiology and Health.

1. Show why no clothing is either warm or cool in itself. Describe in detail what you consider the best clothing for a boy and girl of eight, showing the principles on which you select each article.
2. Describe the structure and functions of the skin? Why are extensive scalds fatal? Give practical directions for the care of the skin.
3. Give practical instructions for the (artificial) feeding and clothing of a child of three and eight months. Give the physiological reasons.
4. Write clear directions for the management of a sick room, —(a) in case of infectious, (b) in case of non-infectious disorders: with your reasons.
5. Is it a certain gain for a child of five or six to do no lessons? Give physiological reasons for your answer.

### III.—Mental and Moral Science and Education.

1. Give Richter's theories as to the education of girls.
2. From what causes does untruthfulness commonly arise?  
How would you train children in the habit of truthfulness?
3. Show how the action of immaterial thought on the material brain is the key to Habit. What part does the formation of habits play in education?
4. Show the importance of the initial idea in both moral and intellectual education.
5. Give suggestions for the teaching of (a) History, (b) French, (c) Modelling in Clay, (d) Needlework.
6. How would you train a child in reverence, endurance, kindness to animals, self-control, and attention?
7. Sketch briefly (a) The sum of what a child is as a human being, (b) What he has become through "heredity," (c) What parents may reasonably expect to effect by education. Give illustrations from your own family.
8. Gauge so far as you can the development of each of your children in all directions during the past year. Note any important observation you may have made as to the development of conscience, reasoning power, &c., in any one of them.

**IV.—Nature-Lore and the Elements of Science.**

1. Describe with diagrams the processes of germination in the two classes of flowering plants.
2. What do you mean by respiration, transpiration, fertilization? Describe each in a simple talk with children.
3. What are the wild flowers of April and of July? What botanical "talks" would you have with the children about and upon each of these.
4. What are the characters of *Primulaceæ*, *Geraniaceæ*, *Ericaceæ*, *Caprifoliaceæ*? What plants of each of these orders would you introduce to the children? Write out a talk upon one of them.
5. To which of the constellations would you introduce children? Give a diagram of the figure of each.
6. Show how you would teach children to distinguish between a star and a planet. What would you tell them about (a) The Sun, (b) The Milky Way, (c) Jupiter, (d) A Comet?
7. Name and describe the wild birds of your neighbourhood. Write out a "talk" upon the haunts, habits, and song of two of these.
8. Give the characteristics of insects and spiders. Write out talks upon the dog, the caterpillar, the oyster, and the earth-worm.
9. How would you tell a child the geological history of your own neighbourhood?

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Syllabus I. Examination 2.

# Parents' National Educational Union.

## MOTHERS' EDUCATIONAL COURSE.

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#### I.—Divinity.

1. Show how (a) Abraham, (b) Jacob, (c) Moses, (d) Gideon, (e) David, were trained for the part they had to play. Give other historical examples (not from the Bible) of the effect of early training.
2. Write such a paraphrase of the Lord's Prayer as will show how you would present the ideas to children.
3. What teaching would you give children as to idolatry? On what grounds would you enforce the duty of missionary effort?
4. Show how Christ's sacrifice is an atonement for us. How would you present this thought to children? Show the danger of a mere verbal acquiescence.
5. "They know not what they do." Show the force of this extenuation. How should it influence us in the teaching of children?
6. "God the Holy Spirit is Himself the Supreme Educator of Mankind." How? Describe fully the part of a parent in view of this great recognition.
7. Give the history of the Moabite Stone as you would tell it to children. What light has been thrown on the empire of the Hittites? Trace the probable effect on a child of such illumination of Bible names by modern research.
8. What duty is implied by the word "calling" as applied to a man's occupation?

## II.—Physiology and Health.

1. Give some account of the anatomy of the brain, with diagrams. How would you distinguish between the cerebro-spinal and the sympathetic systems?
2. Describe the organs of touch, taste, and smell.
3. Show in what ways dress may oppress, depress, and compress, with diagrams. Sketch out clothing for a girl and boy of ten, and for a young woman.
4. Describe the various artificial lights, and state which you prefer.
5. State broadly the principles of ventilation. Is a room ventilated with windows open top and bottom?

### III.—Mental and Moral Science and Education.

1. How would you teach chronology to children? Sketch a chart.
2. On what lines would you choose poetry for children? Give your reasons: give lists of poems for children of 6, 10, and 13, to contain 12 in each list.
3. Give the rationale of *Habit*.
4. What do you understand by "attention"? How would you train a child in the habit?
5. Give an outline of "P.N.E.U. Philosophy."
6. What do you consider the *crux* of modern thought? Show how "our" definition of the functions of education meets the difficulty.
7. How would you attempt to cure a child of dawdling, sulking, of passionate temper, and of untruthfulness?
8. What is the duty of a parent who finds any distinguishing quality in his child?
9. Write a brief summary of the notes you have made during the past six months as to the training or progress of your children in character or studies; with any hints you may think useful to others.

#### IV.—Nature Lore and the Elements of Science.

1. Describe and illustrate the process of fertilization.
2. What new British plants have you become acquainted with this year? Give botanical descriptions of three.
3. Describe the movements of plants. What purposes do they effect?
4. What mono-cotyledonous plants should your children have in their botanical garden? Why?
5. Explain the barometer as to a child.
6. How do you account for crystal formations? What crystals should children be encouraged to collect?
7. Give some account of Saturn, Uranus, Neptune and Jupiter.
8. Which of these planets have lately been conspicuous? When?
9. Name the principal stars in Auriga, Lyra, Ursa Major, Leo, and Cancer.

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## *Mothers' Educational Course.*

(THREE YEARS). *Second Year.*

### I.—DIVINITY.

*To help Mothers to give such teaching as should confirm their children in the Christian Religion.*

1. The Apostles' Creed. *The Historic Faith*, by Bishop Westcott (Macmillan, 4/6).
  2. David. Solomon. The Prophets.
    - a, As arranged in *Clews to Holy Writ* (Hodder & Stoughton, 1/6). Read the passages in the Bible.
    - b, *Prophets and Kings*, by F. D. Maurice (Macmillan, 2/8).
    - c, *The Dawn of Revelation*, by Miss M. Bramston (Simpkin & Co., 5/-).
  3. Illustrations of period.
    - a, *The Times of Isaiah*, by Prof. Sayce, 1/6.
    - b, *Assyria*, by Prof. Sayce, 1/6.
    - c, *Babylonian Life and History*, by E. A. Wallis Budge, 1/6. (All, R.T.S.)
  4. Practical Teaching of Religion.
    - a, Chapters on religious teaching in *Home Education, Parents and Children, Ourselves, our Souls and Bodies*, by C. M. Mason (Kegan Paul, 3/6 each).
    - b, *The Natural Religion*, by the Rev. V. Staley (Mowbray & Co., 1/-).
    - c, *How to use the Prayer Book\** (optional), by Mrs. Romanes (Longmans, 2/-).
    - d, *Pastor Pastorum*, by Rev. H. Latham, (Bell, 4/11).
- For reference: *Helps to the Study of the Bible* (Oxford Press, from 1/-).

\*Good but not evangelical.

## II.—PHYSIOLOGY AND HEALTH.

*To give the knowledge necessary for the care and development of children in sickness and health.*

1. The organs of the body and their functions.
  - a, *Lessons in Elementary Physiology*, by Professor Huxley (Macmillan, 3/5), chapters i.-vi.
  - b, *The Little Red Mannikin*, by Owen Lankester (Allman, 2/-).
2. Laws of health and care of the sick.
  - a, *Lectures on Nursing*, by E. C. Lückes (Kegan Paul & Co., 3/9).
  - b, *The Preservation of Health*, by Clement Dukes, M.D. (Longmans, 5/-).

## III.—MENTAL AND MORAL SCIENCE AND EDUCATION.

*To show the principles of Education and Methods based on these principles.*

1. MENTAL PHYSIOLOGY.
  - a, *Parents and Children*, by C. M. Mason (Kegan Paul & Co., 3/6).
  - b, *Carpenter's Mental Physiology*, Book I. (Kegan Paul & Co., 9/-).
  - c, *The Education of the Central Nervous System* (Halleck), lectures vi.-xii. (Macmillan, 5/-).
2. ETHICS.
  - a, *Parents and Children and Ourselves, Our Souls and Bodies*.
  - b, *The Making of Character*, by J. MacCunn (Cambridge University Press, 1/11).
  - c, *A Survey of English Ethics* (Lecky), edited by W. A. Hirst (Longmans, 2/8).
3. EDUCATION, THEORY OF.
  - a, *Parents and Children*.
  - b, *Emile*, edited by Jules Steeg (Heath & Co., 1/6).
  - c, *Quick's Educational Reformers* (Longmans, 2/8).
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4. EDUCATION. TEACHING.
  - a, *The Herbartian Psychology applied to Education*, by J. Adams (Isbister, 2/8).

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 c, *Essays in Practical Education*, by C. M. Mason (Kegan Paul, 3/6).

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*To enable Mothers to awaken their Children's interest in Nature and to give them their first ideas.*

1. Elements of Botany. *Flowers, Fruits, and Leaves*, by Sir J. Lubbock (Macmillan, 3/5).
2. The Year's Wild Flowers (of the neighbourhood), mounted and described. John's *Field Flowers* (S.P.C.K., 5/8), or Ann Pratt's *Wild Flowers* (S.P.C.K., 2 vols., 6/- each).
3. The Year's Birds described. *A Year with the Birds*, by Ward Fowler (Macmillan, 2/6). John's *British Birds and their Haunts* (S.P.C.K., 3/9).
4. *A Text-book of Geology*, by W. J. Harrison (Blackie, 2/-).
5. *Elementary Lessons in Astronomy*, by Lockyer (Macmillan, 4/2).
6. *House, Field and Garden*, by L. C. Miall (Arnold, 4/6).

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N.B.—The use of the test questions in the "*Home Education*" Series will show the student what portions of each volume it is necessary to re-read.

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The work of the second year is less elementary and more difficult than that of the first. It fairly covers the principles of, and suggests good methods for, the physical, moral, mental, and religious training of children; and includes the knowledge necessary to give children their first inspiring ideas about the natural world. Every word in each of the books set is not offered to students as the teaching of the P.N.E.U. Some degree of sifting and personal selection is required.

Much of the matter is familiar; but it is one thing to read a work carelessly, and quite another to study it definitely with a view to examination.

The year's work may be done by reading at the rate of about 100 pages a week for ten months. The order of this reading is left to the student.

The examinations will fall twice a year—the first week in *June* and the first week in *December*; when examination papers will be sent to the students.



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The final examination on Human Physiology and Hygiene will be for the diploma of the *National Health Society*.

*Fee.* Entrance Fee, a guinea.

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The volumes of the "*Home Education*" Series have been specially prepared to embody the distinctive teaching of the P.N.E.U.; therefore a large number of questions will be set upon those volumes in each examination of the course: the chapters bearing on each of the subjects indicated in each syllabus must be prepared.

### P.N.E.U. READING COURSE.

"The attention of members is called to the New Course of Reading, which is free to all members of the Union. It is confined to the *distinctive* teaching of the Union, and therefore to the volumes of the '*Home Education*' Series, the contents of which have been specially prepared from time to time for the use of the *Parents' National Educational Union*. The method of these volumes is a progressive amplification of the principles of the Union. It is, therefore, desirable that the books should be studied in numerical order.\* Each volume will be furnished with a full table of contents and with numerous questions which should aid the reader in self-examination. On application to the Office a form may be had which runs as follows:—

'I have read the following volumes . . . . . of the *Home Education Series*, and am satisfied of my mastery of the principles advanced in them by my ability to answer fully and exactly the questions appended to each.'

(Signed)

This form should be returned to the Office, and the reader would then be entered on the list of 'qualified members' of the P.N.E.U." (See *P.N.E.U. Leaflet*).

Members of the M.E.C. who satisfy the above conditions should write to the Secretary for the form for "qualified members."

Many of the books mentioned in this Programme can be borrowed from the P.N.E.U. Library, 26, Victoria Street, London, S.W., but as books are chosen which should be a possession to mothers it is very much better to buy the books. The student is free to underline, make marginal notes, etc., in her own books as she could not do in borrowed volumes.

The books mentioned can all be obtained, at the prices quoted, from G. J. Glaisher, 58, High St., Notting Hill Gate, London, W.

\* 1. *Home Education*. 2. *Parents and Children*. 3. *School Education*.  
4. *Essays in Practical Education*. 5. *Ourselves, Our Souls and Bodies*.  
Published by Kegan Paul & Co., price 3s. 6d. each.



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### P.N.E.U. READING COURSE.

"The attention of members is called to the New Course of Reading, which is free to all members of the Union. It is confined to the *distinctive* teaching of the Union, and therefore to the volumes of the '*Home Education*' Series, the contents of which have been specially prepared from time to time for the use of the *Parents' National Educational Union*. The method of these volumes is a progressive amplification of the principles of the Union. It is, therefore, desirable that the books should be studied in numerical order.\* Each volume will be furnished with a full table of contents and with numerous questions which should aid the reader in self-examination. On application to the Office a form may be had which runs as follows:—

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Members of the M.E.C. who satisfy the above conditions should write to the Secretary for the form for "qualified members."

Many of the books mentioned in this Programme can be borrowed from the P.N.E.U. Library, 26, Victoria Street, London, S.W., but as books are chosen which should be a possession to mothers it is very much better to buy the books. The student is free to underline, make marginal notes, etc., in her own books as she could not do in borrowed volumes.

The books mentioned can all be obtained, at the prices quoted, from G. J. Glaisher, 58, High St., Notting Hill Gate, London, W.

\* 1. *Home Education*. 2. *Parents and Children*. 3. *School Education*. 4. *Essays in Practical Education*. 5. *Ourselves, Our Souls and Bodies*. Published by Kegan Paul & Co., price 3s. 6d. each.



# Parents' National Educational Union.

## Mothers' Educational Course.

(THREE YEARS). *Second Year.*

### I.—DIVINITY.

*To help Mothers to give such teaching as should confirm their children in the Christian Religion.*

1. The Apostles' Creed. *The Historic Faith*, by Bishop Westcott (Macmillan, 4/6).
2. David. Solomon. The Prophets.
  - a, As arranged in *Clews to Holy Writ* (Hodder & Stoughton, 1/6). Read the passages in the Bible.
  - b, *Prophets and Kings*, by F. D. Maurice (Macmillan, 2/8).
  - c, *The Dawn of Revelation*, by Miss M. Bramston (Simpkin & Co., 5/-).
3. Illustrations of period.
  - a, *The Times of Isaiah*, by Prof. Sayce, 1/6.
  - b, *Assyria*, by Prof. Sayce, 1/6.
  - c, *Babylonian Life and History*, by E. A. Wallis Budge, 1/6. (All, R.T.S.)
4. Practical Teaching of Religion.
  - a, Chapters on religious teaching in *Home Education, Parents and Children, Ourselves, our Souls and Bodies*, by C. M. Mason (Kegan Paul, 3/6 each).
  - b, *The Natural Religion*, by the Rev. V. Staley (Mowbray & Co., 1/-).
  - c, *How to use the Prayer Book\** (optional), by Mrs. Romanes (Longmans, 2/-).
  - d, *Pastor Pastorum*, by Rev. H. Latham, (Bell, 4/11).

For reference: *Helps to the Study of the Bible* (Oxford Press, from 1/-).

\*Good but not evangelical.

## II.—PHYSIOLOGY AND HEALTH.

*To give the knowledge necessary for the care and development of children in sickness and health.*

1. The organs of the body and their functions.
  - a, *Lessons in Elementary Physiology*, by Professor Huxley (Macmillan, 3/5), chapters i.-vi.
  - b, *The Little Red Mannikin*, by Owen Lankester (Allman, 2/-).
2. Laws of health and care of the sick.
  - a, *Lectures on Nursing*, by E. C. Lückes (Kegan Paul & Co., 3/9).
  - b, *The Preservation of Health*, by Clement Dukes, M.D. (Longmans, 5/-).

## III.—MENTAL AND MORAL SCIENCE AND EDUCATION.

*To show the principles of Education and Methods based on these principles.*

- I. MENTAL PHYSIOLOGY.
  - a, *Parents and Children*, by C. M. Mason (Kegan Paul & Co., 3/6).
  - b, *Carpenter's Mental Physiology*, Book I. (Kegan Paul & Co., 9/-).
  - c, *The Education of the Central Nervous System* (Halleck), lectures vi.-xii. (Macmillan, 5/-).
2. ETHICS.
  - a, *Parents and Children and Ourselves, Our Souls and Bodies*.
  - b, *The Making of Character*, by J. MacCunn (Cambridge University Press, 1/11).
  - c, *A Survey of English Ethics* (Lecky), edited by W. A. Hirst (Longmans, 2/8).
3. EDUCATION, THEORY OF.
  - a, *Parents and Children*.
  - b, *Emile*, edited by Jules Steeg (Heath & Co., 1/6).
  - c, *Quick's Educational Reformers* (Longmans, 2/8).
  - d, *Four Socratic Dialogues* (Oxford Press, 3/6).
4. EDUCATION. TEACHING.
  - a, *The Herbartian Psychology applied to Education*, by J. Adams (Isbister, 2/8).



- b, *The Training of Teachers*, by Professor Laurie  
(Cambridge Press, 4/6).  
c, *Essays in Practical Education*, by C. M. Mason  
(Kegan Paul, 3/6).

#### IV.—NATURE-LORE AND THE ELEMENTS OF SCIENCE.

*To enable Mothers to awaken their Children's interest in  
Nature and to give them their first ideas.*

1. Elements of Botany. *Flowers, Fruits, and Leaves*, by  
Sir J. Lubbock (Macmillan, 3/5).
2. The Year's Wild Flowers (of the neighbourhood), mounted  
and described. John's *Field Flowers* (S.P.C.K.,  
5/8), or Ann Pratt's *Wild Flowers* (S.P.C.K., 2 vols.,  
6/- each).
3. The Year's Birds described. *A Year with the Birds*, by  
Ward Fowler (Macmillan, 2/6). John's *British  
Birds and their Haunts* (S.P.C.K., 3/9).
4. *A Text-book of Geology*, by W. J. Harrison (Blackie, 2/-).
5. *Elementary Lessons in Astronomy*, by Lockyer (Mac-  
millan, 4/2).
6. *House, Field and Garden*, by L. C. Miall (Arnold, 4/6).

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N.B.—The use of the test questions in the "*Home  
Education*" Series will show the student what portions of  
each volume it is necessary to re-read.

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The work of the second year is less elementary and  
more difficult than that of the first. It fairly covers the  
principles of, and suggests good methods for, the physical,  
moral, mental, and religious training of children; and in-  
cludes the knowledge necessary to give children their first  
inspiring ideas about the natural world. Every word in each  
of the books set is not offered to students as the teaching of  
the P.N.E.U. Some degree of sifting and personal selection  
is required.

Much of the matter is familiar; but it is one thing to  
read a work carelessly, and quite another to study it definitely  
with a view to examination.

The year's work may be done by reading at the rate of  
about 100 pages a week for ten months. The order of this  
reading is left to the student.

The examinations will fall twice a year—the first week  
in *June* and the first week in *December*; when examination  
papers will be sent to the students.

An examination can always be postponed by writing to the Secretary, House of Education Ambleside, at least a week before the months of June and December.

The final examination on Human Physiology and Hygiene will be for the diploma of the *National Health Society*.

*Fee.* Entrance Fee, a guinea.

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*Syllabus II. Examination I.***Parents' National Educational Union.****MOTHERS' EDUCATIONAL COURSE.****SECOND YEAR.****INSTRUCTIONS.**

1. *No Text-Book to be opened between the receipt of the questions and the posting of the papers.*
2. *There are no restrictions as to times of working.*
3. *It is desirable that papers be posted on the 16th inst.*
4. *Not less than three nor more than six questions must be taken in any one subject.*

**I.—Divinity.**

1. Enumerate the poetic works of King David. Characterise his poetry and show in what way and in what directions it may be used to give impulse to a child's life.
2. Compare the creed of David with that expressed in "The Apostles' Creed." Show how far the evolution of the historic faith had taken place in David's time.
3. What thoughts for their own guidance would you impress on children in connection with the fulness of the faith which is given us to hold?
4. Write short notes of such courses of lessons on "David" and "Solomon" as should help to prepare a boy for the temptations and opportunities of school life.
5. Give an outline of the argument of *The Historic Faith*. Write down any six ideas, contained in the earlier part of the work, which seem to you to be inspiring in the training of children.
6. Give the geographical outlines of Solomon's empire. Give six *Bible* facts showing its advanced civilization, and as many collected from other sources.
7. What parables would you first teach children? How far would you explain these?
8. Comment upon our Lord's method of training His disciples.
9. Give an outline of the Messianic teaching in the Psalms of David. How would you bring this before children?

## II.—Physiology and Health.

1. Account for the fatigue experienced in shopping or in an exhibition room. What light should this throw on our treatment of children? Comment on the hurried breathing and beating heart which follow muscular exercise.
2. To what evils are sedentary persons subject? Give and comment upon four rules for muscular exercise.
3. Under what heads may "treatment" be considered? Show how the nurse may further the "rest" treatment in case of (a) a nervous shock, (b) a muscular strain.
4. What are the uses of ice in nursing? Give full rules for its use.
5. Describe any symptoms of congestion of the brain which should make a mother send for medical advice.
6. Discuss the value of our ordinary food stuffs.

## III.—Mental and Moral Science and Education.

1. "Thought rules the world." How does Dr. Carpenter support this aphorism?
2. How does Dr. Carpenter arrive (in his preface) at the conclusion that we have real power over the formation of our own character? Show how important it is, in bringing up children, to have right ideas on this subject.
3. Give illustrations (a) of volitional and automatic activity of body, (b) of automatic activity of mind.
4. Explain the relation of the cerebrum to the sensorium.
5. What is Attention? Show its importance. How may Attention be educated?
6. Distinguish between sensations and feelings and show how these are educable.
7. "Manners makyth man." What definite training in manners would you give a child? And on what principles would you base this training?
8. Discuss the discipline of consequences, as applied *e.g.* to the child who does not choose to learn.
10. Describe a first course in French, Reading, and Arithmetic.



**IV.—Nature Lore and the Elements of Science.**

1. What British fruits have you become acquainted with for the first time this year? Give a botanical description of three.
2. What uses do the colours and odours of plants possibly serve in the general economy?
3. Describe and illustrate the processes of germination.
4. Give a list of birds which have been specially under your notice this year, with any points you have yourself observed.
5. Give some account of the geological stratification of your own neighbourhood.
6. Draw a sketch of the evening sky as you last observed it, marking such heavenly objects as you have pointed out to your children.
7. Write the substance of such talk with the children about heavenly objects as would be suitable on the 15th or 16th of November.



## Syllabus II. Examination I.

## Parents' National Educational Union.

## MOTHERS' EDUCATIONAL COURSE.

## SECOND YEAR.

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8. Comment upon our Lord's method of training His disciples.
9. Give an outline of the Messianic teaching in the Psalms of David. How would you bring this before children?

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*Syllabus II. Examination I.*

# Parents' National Educational Union.

## MOTHERS' EDUCATIONAL COURSE.

### SECOND YEAR.

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#### I.—Divinity.

1. Analyse the elements of danger to the "Historic Faith" in current thought so far as you would bring these before candidates for confirmation.
2. Would you condemn or justify David's conduct with regard to (a) Saul, (b) Achish, (c) Shimei? Treat the subject as a lesson for children.
3. What does Isaiah mean by—
  - a, "The crown of pride."
  - b, "The valley of vision."
  - c, "The wrath of God's anger."
  - d, "The land of the rustling of wings."
  - e, "The wilderness of the sea."
  - f, "The isles of the sea."
4. Show that Solomon represents some aspects of nineteenth century thought. Write such a study of his character as you would bring before schoolboys, say, in vacation.
5. Give instances showing how far the Book of Isaiah is illustrated by modern research. Show what use you would make of such research in teaching children.
6. In what ways should the *Zeitgeist* affect our religious teaching? How would you deal with current thought in the treatment of difficult questions?
7. Note half-a-dozen points in the "Schooling" of the Apostles.

## II.—Physiology and Health.

1. Explain in detail the effects of muscular exercise. Show the risk of excessive athletics.
2. Write laws for the exercise of the brain. Describe and illustrate the effects of mental inactivity.
3. Describe the influence of the ganglionic nervous system.
4. Show the respective values of cold and heat as remedial agents.
5. What special instructions would you give for nursing children as distinguished from adults?
6. What facial symptoms accompany—
  - a, Pain in the head?
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 What information may you gather from the cry of a sick child?
7. Give hints for the treatment of slight ailments of the eye common to children.
8. Discuss the minor ailments of children and the proper treatment for them.

### III.—Mental and Moral Science and Education.

1. Explain and illustrate the aphorism "The eye sees what it brings the power to see." What is the educational inference?
2. Show that even *duty* is a relative term. What *duty* does this lay upon parents?
3. Enumerate and illustrate the laws of thought which govern the succession of ideas. How would you act upon any of these in teaching—Geography, Reading, French?
4. Give an instance from your own experience of automatic mental activity. This is the chief fact that the educator has to deal with; show how.
5. The question of the "Divining Rod" is on the *tapis*. Show how you would discuss it with children in such wise as to give a clue to other marvels and mysteries.
6. "Let dogs delight to bark and bite." Write out a talk with the children on self-determining power upon this text.
7. Show in detail how you would deal with a fault of disposition, as sullenness.
8. Discuss the 'how,' the 'why' and the 'what' in the teaching of geography.
9. Compare and contrast the influence of Hobbes, Kant, and Hegel. Show the danger of modern ethical teaching.
10. Discuss the value of analysis and combination in teaching. To whom do we owe the idea of combining Geography and History?
11. "Piety is what pleases the gods." Show how the *First Dialogue* exposes the fallacies upon which men become "cranks."

#### IV.—Nature Lore and the Elements of Science.

1. Pick a Wallflower and explain to the child at your side its full uses in the economy of nature.
2. Sketch the leaf-buds of half a dozen forest trees. How would you talk about these to children.
3. Which of the Umbelliferæ have you met with this year? What are the characteristics of the tribe and how do you distinguish its members.
4. What do you understand by *cleavage*? Explain as to children.
5. Write a list of ten important minerals, not metals. By what signs should a child distinguish each of these when he sees it?
6. What is light? Explain reflection and refraction as to a child. Write notes of a lesson on the telescope and the spectroscope.
7. Which of the birds described by Mr. Ward Fowler have you made acquaintance with this year? What have you observed?



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#### IV.—Nature Lore and the Elements of Science.

1. Pick a Wallflower and explain to the child at your side its full uses in the economy of nature.
2. Sketch the leaf-buds of half a dozen forest trees. How would you talk about these to children.
3. Which of the Umbelliferæ have you met with this year? What are the characteristics of the tribe and how do you distinguish its members.
4. What do you understand by *cleavage*? Explain as to children.
5. Write a list of ten important minerals, not metals. By what signs should a child distinguish each of these when he sees it?
6. What is light? Explain reflection and refraction as to a child. Write notes of a lesson on the telescope and the spectroscope.
7. Which of the birds described by Mr. Ward Fowler have you made acquaintance with this year? What have you observed?

# Parents' National Educational Union.

## Mothers' Educational Course.

(THREE YEARS.) Third Year.

### I. DIVINITY.

To help Mothers to give such teaching as should confirm their children in the Christian Religion.

1. The Bible. *The Gospel of the Resurrection*, by Bishop Westcott (Macmillan, 4/6).
2. From Jeremiah to the time of Christ. The Psalms. This part of the Bible, to be read with *Clews to Holy Writ*, by M. Petrie (Hodder & Stoughton, 1/6).
3. Illustrations of the period. *Egypt and Syria*, by J. W. Dawson; *Assyria*, by Professor Sayce; *Babylonian Life and History*, by E. A. Wallis Budge. (All, R.T.S., 1/6 each), or, better than these three, *Light from the East, or the Witness of the Monuments*, by the Rev. C. N. Ball (Eyre & Spottiswoode, 9/-).
4. *The Gospel of S. John*, by Bishop Westcott (Murray, 7/11).
5. (a) *The Sunrise of Revelation*, by Miss M. Bramston (Murray, 5/-); (b) *Religious Teaching in Secondary Schools*, by G. C. Bell (Macmillan, 2/8); (c) *An Elementary Introduction to the Book of Common Prayer*, by Maclear and Procter (Macmillan, 1/11); (d) *A First Class-Book of the Catechism* (Macmillan, 6d.). (c and d optional.)

### II. PHYSIOLOGY AND HEALTH.

To give the knowledge necessary for the care and development of children in sickness and health.

1. The Brain and Nervous System. Chapters on these subjects in *Mental Physiology*, by Dr. Carpenter; *Lessons in Elementary Physiology*, by Professor Huxley (Macmillan, 3/5), chapters vii.-xii.
2. The Laws of Health. *Sanitary Work*, by C. Slagg (Crosby & Lockwood, 2/6).
3. *Health in Schools*, by Clement Dukes, M.D. (6/9).



### III. MENTAL AND MORAL SCIENCE AND EDUCATION.

*To show the principles of Education and methods based on  
these principles.*

#### 1. MENTAL PHYSIOLOGY.

- a, Chapters in the "*Home Education*" Series.
- b, *Mental Physiology*, by Dr. Carpenter (Kegan Paul & Co., 9/-), Book II.
- c, Thomson's *Laws of Thought* (Longmans), (omitting chapters on Logic).

#### 2. ETHICS.

- a, Chapters in the "*Home Education*" Series.
- b, *Moral Instruction of Children*, by Felix Adler (Arnold, 4/6). (See Review in *Parents and Children*).
- c, *Pastor Agnorum*, by Canon I. H. Skrine (Longmans, 3/9).
- d, Plato's *Republic*, edited by Lewis Campbell (Murray, 1/6).
- e, Coleridge's *The Friend* (Bell, 3/6).
- f, *Ourselves, our Souls and Bodies*, Part II.

#### 3. EDUCATION, THEORY OF.

- a, Chapters in the "*Home Education*" Series.
- b, *Education from a National Standpoint*, by A. Fouillée, translated by Greenstreet (Arnold, 7/6).
- c, *Educational Theories*, by O. Browning (Kegan Paul, 2/8).

#### 4. EDUCATION. TEACHING.

- a, Chapters in the "*Home Education*" Series.
- b, *Physiography*, by Professor Huxley (Macmillan, 4/6).
- c, *Laws of Everyday Life*, by H. O. Arnold Forster (Cassell, 1/2).
- d, *Vittorino da Feltre*, by W. H. Woodward (Cambridge Press, 4/6).

#### IV. NATURE-LORE AND THE ELEMENTS OF SCIENCE.

*To enable Mothers to awaken their Children's interest in Nature and to give them their first ideas.*

1. Elements of Botany. *Chapters on Modern Botany*, by Professor P. Geddes (University Manual, 2/8).
2. *Objects of the Seashore. The Seashore*, by Furneaux (Longmans, 6/-).
3. *The Study of Animal Life*, by Professor J. A. Thomson (University Extension Manual, 3/9).
4. *Geikie's Outlines of Field Geology* (Macmillan, 2/8).
5. *The Story of the Heavens*, by Sir R. Ball (Cassell & Co., 7/11).

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N.B. — The use of the test questions in the "*Home Education*" Series will show the student what portions of each volume it is necessary to re-read.

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The work for the third year is in advance of that of the second.

The final examination will touch the principles gathered throughout the course, but will cover the text books of only the final year's study.

The "Nature Lore" for the third year's course is intended to put Mothers in touch with the thought of the day.

Much of the matter is familiar; but it is one thing to read a work carelessly, and quite another to study it definitely with a view to examination.

The year's work may be done by reading at the rate of about 100 pages a week for ten months. The order of this reading is left to the student.

The examinations will fall twice a year—the first week in *June* and the first week in *December*; when examination papers will be sent to the students.

An examination can always be postponed by writing to the Secretary, House of Education Ambleside, at least a week before the months of June and December.

The final examination on Human Physiology and Hygiene will be for the diploma of the *National Health Society*.

*Fee.* Entrance Fee, a guinea.

The first half of each of the works set for study will be examined upon in the first examination, except in the case of the "*Home Education*" Series.

The volumes of the "*Home Education*" Series have been specially prepared to embody the distinctive teaching of the P.N.E.U.; therefore a large number of questions will be set upon those volumes in each examination of the course: the chapters bearing on each of the subjects indicated in each syllabus must be prepared.

### P.N.E.U. READING COURSE.

"The attention of members is called to the New Course of Reading, which is free to all members of the Union. It is confined to the *distinctive* teaching of the Union, and therefore to the volumes of the '*Home Education*' Series, the contents of which have been specially prepared from time to time for the use of the *Parents' National Educational Union*. The method of these volumes is a progressive amplification of the principles of the Union. It is, therefore, desirable that the books should be studied in numerical order.\* Each volume will be furnished with a full table of contents and with numerous questions which should aid the reader in self-examination. On application to the Office a form may be had which runs as follows:—

'I have read the following volumes . . . . . of the *Home Education Series*, and am satisfied of my mastery of the principles advanced in them by my ability to answer fully and exactly the questions appended to each.'

(Signed)

This form should be returned to the Office, and the reader would then be entered on the list of 'qualified members' of the P.N.E.U." (See *P.N.E.U. Leaflet*).

Members of the M.E.C. who satisfy the above conditions should write to the Secretary for the form for "qualified members."

Many of the books mentioned in this Programme can be borrowed from the P.N.E.U. Library, 26, Victoria Street, London, S.W., but as books are chosen which should be a possession to mothers it is very much better to buy the books. The student is free to underline, make marginal notes, etc., in her own books as she could not do in borrowed volumes.

The books mentioned can all be obtained, at the prices quoted, from G. J. Glaisher, 58, High St., Notting Hill Gate, London, W.

\* 1. *Home Education*. 2. *Parents and Children*. 3. *School Education*.  
4. *Essays in Practical Education*. 5. *Ourselves, Our Souls and Bodies*.  
Published by Kegan Paul & Co., price 3s. 6d. each.